DOCUMENT RESUME

ED 193 156 SO 012 902

TITLE	Program of Studies, Aesthetic Education: Music, K-8.
INSTITUTION	Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
PUB DATE	79
NOTE	22p.: For related documents, see SO 012 898-904.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Aesthetic Education; Choral Music; Course Descriptions; *Curriculum Design; *Educational Objectives; Elective Courses; Elementary Education; Experiential Learning; Musical Composition; Music Appreciation; *Music Education; Music Theory; Vocal Music

ABSTRACT

Educational objectives and brief course descriptions are presented for music instruction, grades K-8, Montgomery Public Schools, Rockville, Maryland. The system recommends that students in grades K-6 receive 100 minutes of general music instruction weekly. Objectives for these grades include development of musical perception through a wide variety of activities. Instruction focuses on heightened musical responsiveness through singing, listening, moving, composing, conducting, playing instruments, and reading musical notation. General-Music is required of all students in grade 7 and is elective in grade 8. Objectives include learning about melody, rhythm, harmony, form, and timbre through a hands-on experiential approach. Emphasis is on singing, playing instruments, listening critically to recorded and live music, and creating music. Guitar instruction, a choral program, and instrumental music programs are also provided. Criteria for level advancement for instrumental music courses are outlined. A list of instructional guides and an objectives grid are included. (Author/KC)

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PROGRAM OF STUDIES

Aesthetic Education

MUSIC, K-8

SP 012 902

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

SEP 2 1980

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Rockville, Maryland

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- ***To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities***
- ***To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program***
- ***To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community***
- ***To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals***
- ***To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community***
- ***To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens***
- ***To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars***

AESTHETIC EDUCATION

INTRODUCTION

The arts have been present throughout human history. No society or culture has existed without the arts because they present unique opportunities for people to express emotion, communicate ideas, portray images, and explore their humanness in creative ways. The MCPS program of aesthetic education is based on the belief that children, in order to more fully understand themselves, their environment, and their experiences, need to develop that mode of knowing which is primarily artistic, intuitive, and imaginative.

This kind of understanding needs to be purposely and continuously developed if it is to have its full breadth and depth of application. As much as reading and writing, aesthetic understanding and appreciation are called for in every aspect of living. Aesthetic or artistic decisions are made every day by all of us; our preferences are evident when we choose what to purchase, what art or entertainment event to attend, what television program to watch, or what elements of our environment to protect and preserve. Citizens must be able to discern the differences between the ugly and the beautiful, the violent and the moderate, the obvious and the subtle, and the stereotypic and the imaginative. Just as students need to develop basic reading and computational skills, they need to develop skills of aesthetic literacy to function fully in daily life.

The program of aesthetic education is a systematic process in which children are involved in three interrelated areas of learning: the perceptual (development of basic awareness skills); the experiential; and the presentational, for those that elect the option.

The *perceptual* activities are designed to develop skills of looking, listening, discerning, and criticizing in the various art forms. The *experiential* activities are designed to encourage children to explore the artistic possibilities of the various art media by experimenting with and manipulating paint, sounds, gestures and movements, words, clay, etc. This is an active, participatory "hands-on" mode of aesthetic education in which students encounter the materials of the various art forms and refine their skills in aesthetic expression. Students who acquire these skills of perceiving and creating will have achieved aesthetic literacy appropriate to their level of development. *Presentational* activities are designed to provide opportunities for students to share their arts experiences with others and to develop further the talents and abilities in the various art forms. Students who elect the option are provided with opportunities to perform in public.

In our schools, it is vital to offer our students the kind of arts education program which allows each student to explore his/her creative potential, develop the basic skills of perceptual awareness, and develop artistic talent to the highest possible level. In addition to teaching arts content, the aesthetic education program gives students an additional route to success or excellence in school, an opportunity which every student deserves. While we recognize the aesthetic dimension to the other school content areas, e.g., science, mathematics, social studies and language arts, we believe that aesthetic education provides *balance* in the curriculum by recognizing that there are more ways to understand the world and ourselves than through the literal or the verbal. There are the imaginative, visual, musical, and dramatic ways of understanding and communicating which are older and more pervasive in human history. We believe that to cultivate these very special human capacities is to offer our students the opportunity for a complete comprehensive education in *all* the domains of knowledge, an education that we believe is the right of every child.

AESTHETIC EDUCATION GOALS

I. To develop an aesthetic awareness of the surrounding world

- Develop the senses and intellect as means for recognizing and reacting to the aesthetic qualities of the environment.
- Identify and respond to the affective and cognitive meanings of individual art forms.

II. To develop skills in making independent aesthetic judgments

- Identify those elements of the environment possessing aesthetic properties.
- Develop individual criteria for making informed, aesthetic judgments about the arts and the environment.
- Develop an aesthetic value system through the application of individual criteria to those elements of the environment possessing aesthetic properties and/or cultural meaning.

III. To develop skills in using the arts as modes of personal expression and communication

- Understand each art form as a way of organizing creative energy into communication.
- Develop expressive skills in various art forms through observing, participating, and creating.
- Develop creative potential through experiences that encourage unique expression.

IV. To develop an understanding of the relationship of the arts to each other and to other disciplines

- Participate in a variety of arts experiences to perceive unique and similar qualities.
- Develop an awareness of common aesthetic qualities in the environment, the natural sciences, and in other content areas.

V. To recognize the relationship of the arts to the history and culture of man

- Recognize the interaction of the arts with society
- Develop an awareness of the role of the arts in promoting a deeper understanding and acceptance among people of different backgrounds and cultural traditions.
- Develop the ability to recognize the unique qualities inherent in the artistic expressions of various cultures.

MUSIC K-8

POINT OF VIEW

Musical expression, an important element in the heritage of past cultures, continues to be a vital force in contemporary society. Because of this significance, the study of music is valuable not only for its own sake as a discrete discipline but also as it adds an important dimension to the study of other subject areas. In addition, musical experiences can provide students with a unique mode of personal expression and enjoyment.

The MCPS music program, which emphasizes learning through experience, is divided into general, choral, and instrumental categories. The required music curriculum assures that all students will have a sequential program of skill and concept development. The elective program provides a variety of specialized courses designed to meet the needs and interests of various students.

Through continued participation, students are able to refine cognitive perception, develop creative potential, and heighten aesthetic sensitivity. These experiences should provide the student with the knowledge and background to be an intelligent consumer or practitioner of music.

GENERAL INFORMATION, K-8

All curricula of music programs within the *Program of Studies* relate to the MCPS Goals of Education.* These goals clearly state the commitment of the school system to provide quality educational experiences for every student. Music is encompassed within The Arts, which are included within the goals for Academic Skills.

> The Arts: The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his[/her] life for communication, expression, and enjoyment

The Arts are further included under the goals for Aesthetic Expression:

> People, to realize their full potential, must be able to sense and appreciate beauty in the world around them, whether created by nature or by man. The school must help each student gain:
>
> - knowledge of the nature of the creative and performing arts
> - experience with a wide variety of art forms
> - a perspective for developing his[/her] own aesthetic criteria and tastes
> - understanding of the contribution of the arts to human communication

The music program in Grades K-8 has three components: general, choral, and instrumental. The general music program emphasizes the process of music making/creating, whereas the instrumental and choral programs emphasize the acquisition of technical skills. The general music program is required of all students through Grade 7. The choral program, which is elective, begins in Grade 7 and may be substituted for the general music requirement. The instrumental program, which a student may elect as early as Grade 4, may also be substituted for the general music requirement.

In the elementary grades, music is viewed as an art to be enjoyed, studied, and shared. Personal involvement provides the means through which children acquire musical concepts and develop musical skills and discrimination.

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*adopted February 12, 1973 by the Board of Education of Montgomery County

It is recommended that all students in Grades K-6 receive 100 minutes of general music instruction each week. The current staffing level enables most music teachers to meet their classes once weekly in periods ranging from 25 to 45 minutes. For this reason, classroom teachers are expected to follow up the lessons initiated by the music teacher.

Instruction in Grades K-6 focuses on the development of heightened musical responsiveness and perception through participation in a variety of musical activities which include singing, listening, moving, composing, conducting, playing instruments, and reading musical notation. In addition to the classroom music program, many schools provide opportunities for small group and individualized instruction, music centers, recorder and guitar classes, Orff ensembles, and choral activities.

The general and choral music program in Grades 7 and 8 provides for the attainment of objectives in individual vocal skills; choral skills; manipulative skills regarding various classroom instruments; creative skills; cognitive skills regarding theoretical, historical, cultural aspects of music and the arts; perceptual skills regarding music listening; and development of the affective domain.

General music is required of all students in Grade 7 and is elective in Grade 8. Instruction should constitute a minimum of 45 class periods either throughout the school year or over shorter intervals. Emphasis is placed on students' experiencing a wide variety of learning activities which include singing, playing instruments, listening critically to recorded and live music, and creating music. Instruction is process oriented and provides a wide variety of options and choices within the learning environment. Students learn in large and small groups and on their own. An attempt is made to correlate music learning with other subjects including art, movement and dance, language arts, social studies, and career education. A major emphasis is placed on providing a balance of music content that reflects a variety of historical eras and cultures, especially Asian and African cultures.

Guitar instruction is provided in Grades 7 and 8. Students satisfactorily attaining the objectives for both semesters of Guitar I are permitted to advance to Guitar II at the 9-12 grade level.

The choral program in Grades 7 and 8 offers a sequence of activities designed to develop fundamental vocal technique. The General Chorus class performs a wide variety of music reflecting various historical eras and cultures. Crossgrade grouping is encouraged so that the chorus will be comprised of both 7th and 8th grade students in middle schools or 8th and 9th grade students in junior high schools.

The instrumental music program is an elective offering, beginning in Grade 4, for those students who are seriously interested in learning to play a band or orchestral instrument. Emphasis is placed upon the selection of an appropriate instrument, the acquisition of basic instrumental performance skills, and preparation for large and small ensemble participation. Students begin their study in small classes of homogeneous instruments, where opportunities are provided to play together and individually. As students progress, they are given opportunities to play in small ensembles of mixed instruments. When students reach an advanced level, they are grouped into large performing groups (bands and orchestras).

In Grades 4 through 6, two 30-45 minute periods of class instruction per week by the instrumental teacher is the recommended minimum. Small classes provide for individualization in the development of performance rudiments. Classes at the 7th and 8th grade levels insure a smooth transition to large performing groups by providing solo, small ensemble, and large group instruction. Instrumental instruction at the 7th and 8th grade levels is recommended for three to five times per week in 40-55 minute periods. Cross grade grouping is encouraged in middle and junior high schools.

Most students must furnish an instrument when participating in instrumental music courses. When the instrument is too large to be transported on a school bus or when there is student need, the instrument will be provided by the school. A nominal personal expense is required to maintain the instrument and to provide for expendable musical supplies.

The instrumental music program provides for the attainment of objectives in the areas of instrumental performance techniques: music theory and literature; individual responsibilities; and expressive skills. (See Objectives Grid, pages 13-15). Instructional objectives for the entire Grades 4-8 instrumental program are divided into four sequential performance levels (see pages 8-11) and are keyed to the various instrumental courses. This stranding of instrumental courses provides for a continuous progression of skill and concept development throughout various instrumental course sequences. The chart on page 12 shows all instrumental courses and possible sequential patterns. Because students may begin instrumental music in any grade 4-12, performance levels are flexible and therefore are not assigned to specific grade levels. Performance levels (course objectives) are designed to be completed in alphabetical sequence. Most instrumental students will complete Performance Level B objectives by the end of Grade 8. Some advanced students may complete Performance Level C objectives by the end of Grade 8. Students who begin the study of an instrument in middle or junior high school may complete only Performance Level A objectives by the end of Grade 8.

Additional information regarding the attainment of instrumental performance level objectives follows:

Performance Level A — Approximately 36 weeks of instruction (200-250 minutes per week) or its equivalent usually will be needed to complete the objectives of Performance Level A. Generally, students who begin instrumental instruction in the fourth grade should be able to complete Level A objectives by the end of the sixth grade. Middle and junior high school students who begin the instrumental sequence in Grades 6, 7, or 8 will require one or two years to complete Level A objectives, depending upon the frequency of instruction.

Performance Levels B and C — Approximately 36 weeks of instruction (200-250 minutes per week) or its equivalent usually will be needed to complete the objectives of Level B or Level C.

DESCRIPTION OF PROGRAM — GENERAL MUSIC, K-6

Grades K-2

Children in the primary grades participate in a variety of musical activities which are designed to promote the development of musical perception. Through singing, listening, moving, composing, and playing instruments, young children increase their awareness of fundamental musical qualities.

Upon completion of Grade 2, the child should be able to:

- respond (sing, play, move, compose) expressively
- read introductory notation for pitch and rhythm
- perceive melodic organization: direction (up/down), register (high/low), and contour (step/skip, repeated tones)
- perceive rhythmic organization: steady beat (pulse); strong beat (accent); meter (grouping of beats); tempo (speed of beats); durational patterns (combination of long and short sounds)
- identify by sound a variety of classroom, folk, orchestral, and band instruments; discriminate between the voices of men, women, and children
- perceive formal qualities: like or unlike phrases and sections, presence of an introduction and/or coda
- recognize dynamic contrast (soft/loud)

Grades 3-4

Children in the intermediate grades continue to experience music through participation in a wide variety of activities. These musical experiences allow children to explore initial concepts in greater depth and to add new perceptions to their growing consciousness of musical qualities.

Upon completion of Grade 4, the child should be able to:

- respond (sing, play, compose, conduct) expressively
- read and write notation for simple pitch and rhythm patterns
- perceive melodic organization: direction, register, contour, range (wide/narrow)
- perceive rhythmic organization: beat, accent, meter (both regular and irregular), tempo (sudden and gradual contrasts), durational patterns of increased complexity
- identify by sound and sight a variety of classroom, folk, orchestral, band, and ethnic instruments; discriminate between the voices of men, women, and children
- perceive formal qualities: repetition and contrast, introduction/interlude/coda, AB and ABA forms
- perform simple harmonic arrangements, identify major and minor modes aurally, and discriminate between the sound of tonic and dominant chords

Grades 5-6

Young people in the upper grades continue to refine their understandings as they gain increasing mastery of the many ways in which they can express themselves musically. They also continue to develop their ability to interpret the musical score.

Upon completion of Grade 6, the student should be able to:

- respond (sing, play, compose, conduct) expressively
- read and write music notation
- perceive melodic organization: direction, register, range, intervalic structure, relationship to specific scale (major/minor/pentatonic)
- perceive rhythmic organization: beat, accent, meter (regular, irregular, changing), tempo, durational patterns including syncopation
- identify by sound and sight a variety of classroom, folk, orchestral, band, and ethnic instruments as well as voice classifications
- perceive formal qualities: repetition and contrast, imitation, theme and variations, AB, ABA, rondo
- perform more complex harmonic arrangements; identify major, minor, and pentatonic modes; recognize atonality; discriminate between the sound of tonic, sub-dominant, and dominant chords

DESCRIPTION OF PROGRAM

Description of Courses — General and Choral Music, Grades 7-8

General Music — Grade 7
6501

General Music is an exploratory course for all students in Grades 7. Activities include learning about melody, rhythm, harmony, form, and timbre through a hands-on, experiential approach. Students learn to play the recorder, guitar, and various percussion instruments; learn to respond to sound by listening to a variety of recorded and live performances; sing a wide variety of vocal repertoire; are led to create music by using a variety of strategies including learning packages, small-group tasks, games, and worksheets.

General Music in Grade 7 may be scheduled throughout the school year or as a 9-, 12-, or 18-week course.

Upon completion of General Music for at least 45 class periods, the student should be able to:

- demonstrate a repertoire of songs performed in unison and in two-parts
- demonstrate the ability to play the I, V, and IV chords in two keys on the guitar or uke
- demonstrate the ability to play melodies on the recorder in the major keys of C, G, and F
- demonstrate the ability to sustain an independent rhythmic part in a rhythm composition using percussion instruments such as the guiro, maracas, bongo drums, etc.
- demonstrate the ability to read vocal and instrumental music notation
- identify the various elements of music (melody, harmony, etc.) by listening

General Music — Grade 8
6502

General Music in Grade 8 is a continuation of the learning activities experienced in Grade 7 but to a greater depth. Additionally, students explore the cultural and historical aspect of music as well as receiving an introduction to electronic music.

General Music in Grade 8 may be scheduled throughout the school year or as a 9-, 12-, or 18-week course.

Upon completion of General Music for at least 45 class periods, the student should be able to:

- demonstrate the ability to play I, ii, IV, V and vi chords in three major minor white-note keys
- demonstrate the ability to play the recorder in five major keys using chromatics
- demonstrate the ability to read musical notation independently
- identify stylistic characteristics of major music representing the historical periods and of music from the cultures of Africa and Asia

Guitar I — Grades 7-8
6586 1 year No credit

This course presents beginning guitar instruction. In the first semester, students learn to accompany folk and popular music using a variety of playing styles and basic chord patterns. In the second semester, students learn all the white key major, minor, and seventh chords and are introduced to basic classical guitar techniques.

Guitar I-A
6587 1 semester No credit
(9, 12, or 18 weeks; or the equivalent of at least 45 class periods)

Guitar I-B
6588 1 semester No credit
(9, 12, or 18 weeks; or the equivalent of at least 45 class periods)

Upon completion of the first semester (Guitar I-A), the student should be able to:

- demonstrate tuning the guitar
- demonstrate basic chords in standard (first) position, including the I, ii, IV, and V chords in three white-note keys
- demonstrate basic strum patterns and easy accompaniment styles

. demonstrate a basic repertoire of folk and popular songs by singing and playing
. demonstrate beginning finger-picking styles
. demonstrate playing the guitar without using music notation

Upon completion of the second semester (Guitar I-B), the student should be able to:

. demonstrate simple harmonic progressions through application of the cycle of 5ths
. demonstrate basic fingering techniques used in classical style guitar
. demonstrate facility in playing the white key major, minor, and seventh chords
. compose an original song in the folk or popular style for performance in class

When students have completed the objectives for both A and B semesters of Guitar I in the 7th and/or the 8th grades, they are eligible to continue with Guitar II in Grades 9 through 12.

General Chorus — Grades 7-8
6690 — 1 year — No credit

General Chorus A
6695 — 1 semester — No credit

General Chorus B
6696 — 1 semester — No credit

Membership in General Chorus is open to all students. Since this may be the initial choral experience for some participants, emphasis is placed on developing singing fundamentals including diction, breathing and breath support, tone production, and pitch discrimination. Individual voices are carefully monitored, especially those of young men undergoing rapid physiological change. The wide variety of choral music is appropriate for the developmental level of the voices used. The General Chorus performs occasionally at concerts, assemblies, and community functions.

Upon completion of one semester of General Chorus, the student should be able to:

. demonstrate fundamentals of deep breathing and breath support
. demonstrate fundamentals of tone production including placement, resonance, and use of falsetto
. demonstrate skills in reading easy music notation such as a chorale

Upon completion of two semesters of General Chorus, the student should be able to:

. demonstrate fundamentals of choral diction
. demonstrate accurate intonation
. demonstrate the skill of tone blending within a section

Description of Courses — Instrumental Music, Grades 4-8

***Beginning Wind/Percussion Instruments (formerly Beginning Band), Grades 4-8**
6815

This course provides opportunities to begin the serious study of a band instrument. Small classes are grouped by homogeneous instruments and are scheduled on a regular basis throughout the year. Instruction covers basic tone production, note reading, and the development of elementary performance

*New course title effective for the 1979-80 school year

skills. Emphasis is upon the development of musical concepts, the production of a characteristic tone, and the acquisition of effective practice habits.

Upon completion of the Beginning Wind Instruments sequence (approximately 120 to 150 instructional hours), the student should be able to complete Performance Level A objectives.

General Band, Grades 6-8
Prerequisite: Attainment of Performance Level A objectives
6880

This course is open to students who have completed the Beginning Wind Instruments sequence. Students continue to develop musical skills and understandings. In addition, they learn to maintain an independent part in a large ensemble. Emphasis is upon the continuing development of performance skills. General Band may be organized as a small instrumental class, with provision for large-group activities.

Upon completion of the General Band sequence, the student should be able to complete Performance Level B objectives.

Advanced Band, Grades 7-8
Prerequisite: Attainment of Performance Level B objectives
6890

In Advanced Band, students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed, and the study of harmony and ear training is introduced. Students learn the characteristics of musical style and begin to acquire a repertoire of band literature. Students begin to assume leadership roles within the large performing ensemble. Exploratory experiences may be offered in orchestra, stage band, and in solo and ensemble performance. This band represents the school at public performances. The Advanced Band usually is scheduled to rehearse daily.

Upon completion of 8th Grade Advanced Band, the student should be able to complete Performance Level C objectives.

***Beginning String Instruments (formerly Beginning Orchestra), Grades 4-8**
6845

This course provides opportunities to begin the serious study of an orchestral string instrument (violin, viola, cello, or bass). Small classes are grouped by homogeneous instruments and are scheduled on a regular basis throughout the year. Instruction covers basic tone production, note reading, and the development of elementary performance skills. Emphasis is upon the development of musical concepts, the production of a characteristic tone, and the acquisition of effective practice habits.

Upon completion of the Beginning String Instruments sequence (approximately 120 to 150 instructional hours), the student should be able to complete Performance Level A objectives.

*New course titles effective for the 1979-80 school year

General Orchestra, Grades 6-8
Prerequisite: Attainment of Performance Level A objectives
6800

This course is open to students who have completed the Beginning String Instruments sequence. Students continue to develop musical skills and understandings. In addition, they learn to maintain an independent part in a string ensemble. Emphasis is upon the continuing development of performance skills. General Orchestra may be organized as a small string class.

Upon completion of the General Orchestra sequence, the student should be able to complete Performance Level B objectives.

Advanced Orchestra, Grades 7-8
Prerequisite: Attainment of Performance Level B objectives
6900

In Advanced Orchestra, students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed and various orchestral bowings are introduced. The study of harmony and ear training is introduced, and students continue to develop improved intonation. Students learn the characteristics of musical style and begin to acquire a repertoire of orchestral literature. Students begin to assume leadership roles within the orchestral ensemble. Exploratory experiences may be offered in solo and small ensemble performance. The Advanced Orchestra class is usually organized as a string orchestra, with provision for the occasional addition of winds and percussion. This orchestra represents the school in public performances. The Advanced Orchestra usually is scheduled to rehearse daily.

Upon completion of 8th Grade Advanced Orchestra, the student should be able to complete Performance Level C objectives.

PERFORMANCE LEVELS FOR INSTRUMENTAL MUSIC COURSES, GRADES 4-8

Performance Level A

Upon completion of Performance Level A, the student should be able to:

- perform music of Grade 1* difficulty with confidence and understanding
- perform in concert keys of F, Bb, Eb, and Ab major, including some related keys (band)
- perform in concert keys of Bb, F, C, G, D, and A major, including some related keys (strings)
- name and play all the notes in a selected range, with correct fingerings
- understand and perform in the following meter signatures: 2/4, 3/4, 4/4, 2/2, 3/8, and 6/8
- count and perform musical fragments consisting of rhythmic units of 4, 3, 2, 1 ½, 1, and ½ pulses
- demonstrate slurred and detached (tongued) passages
- demonstrate proper care, maintenance, assembly, and storage of the instrument being studied
- understand and use the nomenclature applicable to the instrument being studied
- begin to establish criteria for making informed musical judgements
- perform for personal pleasure
- perform for others
- use study and practice time effectively

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- demonstrate an understanding of the importance of regular daily practice in the development of instrumental skill
- perform at various dynamic levels
- perform with an acceptable tone quality
- demonstrate the basic method of tuning the instrument
- demonstrate proper posture, embouchure, hand position, breathing, bowing, and fingering when playing the instrument
- demonstrate an understanding of basic musical terms and symbols
- demonstrate skill in the use of selected resource and reference materials, such as fingering charts
- demonstrate elementary pitch and rhythm discrimination
- perform single strokes, flams, and long rolls (percussion only)

Performance Level B

Upon the completion of Performance Level B, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level A
- perform music of Grade 2* difficulty with confidence and understanding
- sight-read music of Grade 1* difficulty
- perform in concert keys of C and Db major, including related keys (band)
  understand and perform in the following compound meter signatures: 3/8, 6/8, 9/8, 12/8, and 3/4
- count and perform fragments consisting of 1/4, 3/4, 1/3, and 2/3 pulses
- count and perform elementary syncopation
- demonstrate selected instrumental articulations/bowings
- demonstrate the ability to perform a trill
- increase ability to care for and maintain the instrument
- develop an awareness of the relationship between instrument maintenance and good musical performance
- demonstrate care and responsibility in the use of school equipment and materials
- listen with interest and enjoyment to music in concert, recorded, dance, and media performances
- perform with confidence for audiences
- perform in a small instrumental ensemble
- understand and respond to rehearsal techniques
- maintain an independent part in a large instrumental ensemble
- demonstrate an awareness of rehearsal and performance decorum
- help contribute to the establishment of an instrumentation which facilitates performance
- perform with musical expression
- create original melodies/rhythms
- demonstrate sensitivity to pitch and rhythmic discrimination
- demonstrate the ability to tune the instrument to several concert pitches
- demonstrate increased skill in posture, embouchure, hand position, breathing, bowing, and fingering
- demonstrate the ability to perform lip slurs (brass)
- demonstrate an understanding of selected musical terms and symbols
- categorize the band and orchestra instruments by family and range
- perform some familiar melodies "by ear"
- understand and perform selected rudiments (percussion)
- perform on several percussion instruments, including snare and bass drum (percussion)
- introduce career options in instrumental music

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Performance Level C

Upon completion of Performance Level C, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level B
- perform music of Grade 3* difficulty with confidence and understanding
- sight-read music of Grade 2* difficulty
- perform in the concert keys of G and Gb major and related keys (band)
- perform in the concert keys of E and Eb major and related keys (orchestra)
- name and play all the chromatic notes in the normal range with correct fingerings
- understand and perform in selected unusual meters, such as 5/8 and 7/4
- demonstrate extended use of syncopation
- demonstrate a variety of instrumental articulations/bowings
- demonstrate a few alternate fingerings/positions/stickings
- demonstrate the performance of selected ornaments
- demonstrate increased skill in instrument care and maintenance
- explore the construction and operation of the instrument under study
- apply critical judgments to the music he/she performs and hears
- perform at various band/orchestra festivals and concerts
- adjust to the rehearsal atmosphere and make a positive contribution to the total group effort
- play individually for others
- reflect a high level of rehearsal and performance decorum
- assume a leadership role in the band/orchestra (middle school)
- demonstrate sensitivity to balance and blend
- demonstrate ability to perform using a wide range of dynamic levels
- demonstrate a characteristic tone on the instrument
- demonstrate the ability to perform with continued improvement in intonation
- demonstrate improved skill in posture, embouchure, hand position, breathing, bowing, and fingering
- demonstrate ability to perform selected lip slurs (brass)
- demonstrate ability to recognize and perform common musical terms and symbols
- demonstrate an understanding of melodic and harmonic intervals
- recognize major and minor chords by sound
- recognize band and orchestra instruments by sight and sound
- perform selected major scales
- demonstrate an understanding of the transposition of the instrument being studied, in relation to concert pitch
- identify and perform selected musical styles
- perform on a variety of percussion instruments, including bells (percussion)
- understand and perform the first 13 rudiments (percussion)
- when applicable, demonstrate skills in orchestra, solo and ensemble, and stage band

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Performance Level D

Upon completion of Performance Level D, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level C
- perform music of Grade 3 1/2* difficulty with confidence and understanding
- sight-read music of Grade 2 1/2* difficulty
- perform in the concert key of D major and related keys (band)
- perform in the concert keys of B and Ab major and related keys (orchestra)
- demonstrate fluency in the performance of common compound meters
- count and perform advanced syncopation
- demonstrate a knowledge of selected alternate fingerings/positions/stickings
- demonstrate advanced skill in instrument care and maintenance
- assume a leadership role in the band/orchestra (junior high)
- assume individual responsibility within a group
- demonstrate basic principles of phrasing
- demonstrate an understanding of accepted methods of producing vibrato
- demonstrate the ability to perform with good intonation
- demonstrate advanced skill in posture, embouchure, hand position, breathing, bowing, and fingering
- demonstrate increased knowledge of music theory
- perform selected major and minor scales and arpeggios
- perform on a wide variety of percussion instruments, including timpani (percussion)
- demonstrate the ability to match a given pitch on the timpani (percussion)
- perform a solo of Grade 2* difficulty on a mallet instrument (percussion)
- when applicable, demonstrate basic fundamentals of marching band, solo and ensemble, and stage band
- reinforce career options in instrumental music

MCPS INSTRUCTIONAL GUIDES — MUSIC, K-8

Guiding the Musical Growth of Young Children — Kindergarten, First and Second Grades, Bulletin No. 212, 1968.

Guiding the Musical Growth of Children — Third and Fourth Grades, Bulletin No. 226, 1972.

Guiding the Musical Growth of Children — Fifth and Sixth Grades, Bulletin No. 263, 1973.

The Handbook for Elementary Instrumental Music Teachers, Bulletin No. 262, 1973.

Guiding the Musical Growth of Seventh and Eighth Graders, Bulletin 243, 1971. Music Learning Packages (PAKS) are available as curriculum supports for general music. In addition, a 10-minute color videotape "Using Learning Activity Packages (PAKS) in Middle Junior High General Music" (VT-354) is available.

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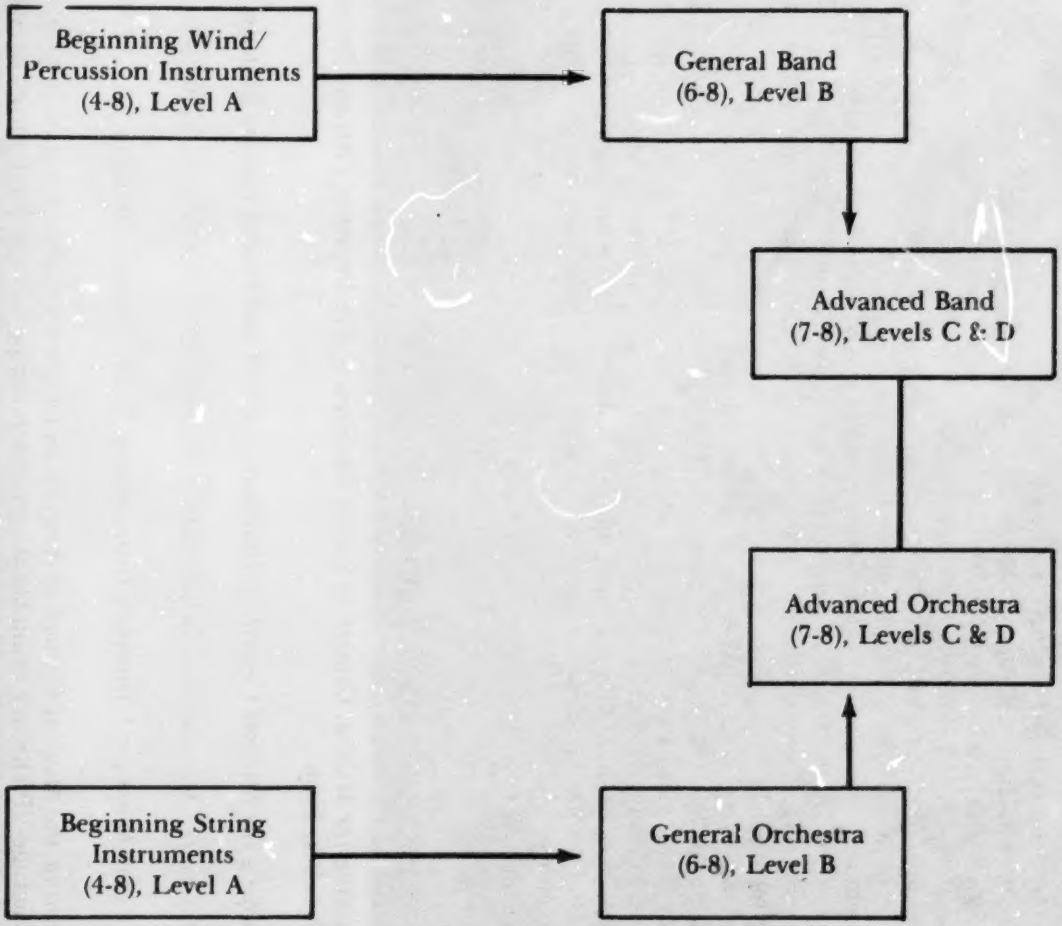
INSTRUMENTAL COURSE SEQUENCE, GRADES 4-8



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OBJECTIVES GRID — INSTRUMENTAL MUSIC (GRADES 4-8)

TECHNIQUE	PERFORMANCE LEVEL A	PERFORMANCE LEVEL B	PERFORMANCE LEVEL C	PERFORMANCE LEVEL D
Basics	. posture, embouchure, breathing, position, fingering	. increased skill in posture, embouchure, breathing, position, and fingering . lip slurs (brass)	. selected lip slurs (brass) . improved skill in posture, embouchure, breathing, position and fingering	. advanced skill in posture, embouchure, breathing, position, and fingering
Keys — Band	F, B^b, E^b, A^b	C, D^b	G, G^b	D
Orchestra	C, G, D, A	F, B^b	E, E^b	B, A^b
Range	. selected range	→	. normal range with chromatics	→
Meters	$\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{2}{2}$ $\frac{3}{8}$ $\frac{6}{8}$	. compound meters $\frac{3}{8}$ $\frac{6}{8}$ $\frac{9}{8}$ $\frac{12}{8}$ $\frac{3}{4}$	. unusual meters such as $\frac{5}{8}$ $\frac{7}{4}$	. fluency in the performance of compound meters
Rhythms	. rhythmic units of 4, 3, 2, 1½, 1, and ½ pulses	. units of 1/4, 3/4, 1/3, 2/3 pulses . basic syncopation	. extended use of syncopation	. advanced syncopation
Articulations/Bowings	. slurred and detached passages	. selected articulations or bowings	. a variety of articulations or bowings	→
Alternate Fingerings, Positions, Shifting, or Sticking			. a few alternate fingerings, positions, or stickings	. selected alternate fingerings, positions, or stickings
Ornaments		. trills	. selected ornaments	→
Achievement Level	Grade 1*	Grade 2*	Grade 3*	Grade 3½*
Sight Reading Level	Grade 1* (independent preparation)	Grade 1*	Grade 2*	Grade 2½*

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OBJECTIVES GRID — INSTRUMENTAL MUSIC (GRADES 4-8)

THEORY, LITERATURE, AND EAR TRAINING	PERFORMANCE LEVEL A	PERFORMANCE LEVEL B	PERFORMANCE LEVEL C	PERFORMANCE LEVEL D
Terms, Symbols	. basic terms and symbols		. common musical terms and symbols	→
Theory/Ear Training	. elementary pitch and rhythm discrimination . skill in the use of reference and resource materials such as fingering charts	. increased sensitivity to pitch and rhythm discrimination . performance "by ear" . categorization of instruments by family and range	. understanding of harmonic and melodic intervals . recognition of major and minor chords by sound . performance of selected major scales . recognition of the band and orchestra instruments by sight and sound . understanding of the instrument being studied in relation to concert pitch	. increased knowledge of music theory . performance of selected major and minor scales and arpeggios
Literature, Style				→
INDIVIDUAL RESPONSIBILITIES				
Care/Maintenance	. care, maintenance, assembly and storage . applicable nomenclature	. increased ability in care/maintenance . responsibility in use of school equipment . relationship between maintenance and performance	. increased skill in care and maintenance . instrument construction and operation	. advanced skill in instrument care and maintenance
Rehearsal and Practice Routines	. effective use of study and practice time . significance of regular practice in the development of instrumental skill	. maintenance of an independent part in an ensemble . understanding of and response to rehearsal techniques . awareness of concert and rehearsal decorum . establishing an instrumentation	. high degree of personal decorum . positive contribution to group activity . individual performance . assume a leadership role (middle school)	. group leadership role (junior high) . individual responsibility
Performance	. perform for personal pleasure . perform for others	. perform with confidence for audiences . perform in a small ensemble	. perform at various band and orchestra festivals and concerts	→

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OBJECTIVES GRID — INSTRUMENTAL MUSIC (GRADES 4-8)

EXPRESSIVE SKILLS	PERFORMANCE LEVEL A	PERFORMANCE LEVEL B	PERFORMANCE LEVEL C	PERFORMANCE LEVEL D
Tone	. acceptable tone	→	. characteristic tone	→
Intonation	. method of tuning the instrument	. ability to tune the instrument to several different (concert) pitches	. continued improvement in intonation	. performance with good intonation
Creative and Expressive Skills	. ability to perform at various dynamic levels	. performance with confidence and musical expression . creation of original melodies and rhythms	. sensitivity to balance and blend . use of a wide range of dynamic levels	. basic principles of phrasing and vibrato
Musical Values/Standards	. development of beginning criteria for making informed musical judgments	. interest and enjoyment in musical performances	. application of critical judgments to the music one hears and performs	→
MISCELLANEOUS SKILLS				
Jazz Ensemble				
Percussion	. single strokes, flams, long roll	. selected rudiments . performance on several percussion instruments	. performance on a variety of percussion instruments including bells . performance of 13 rudiments	. performance on a wide variety of percussion instruments including timpani . ability to match pitch
Career Education		. introduction of career options in instrumental music	→	. reinforcement of career options in instrumental music
Optional Activities			. orchestra . solo and ensemble . stage band	. marching band . solo and ensemble . orchestra . stage band